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ABSTRACT

This module provides strategies for educators who want to assess employer needs in their communities. In addition, it provides guidelines for organizing and using the information once it is compiled. The guide includes a list of definitions and uses a question-and-answer format to discuss the best method for assessing employer needs, deciding whom to survey, organizing the information, creating filing systems, visiting employers, using other methods of assessing employer needs, developing job descriptions, profiling students, placing students in jobs, developing job retention skills, and finding job openings for special needs students. Samples of forms used to assess information about employer needs, construct a matrix of employability skills, and analyze jobs are provided, with four references. (KC)

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TITLE: ASSESSING EMPLOYER NEEDS

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CE 055 354

ABSTRACT: This module provides strategies for those who want to assess employer needs in their communitities. In addition, it should provide some guidelines for organizing and utilizing the information once it is compiled.

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ASSESSING EMPLOYER NEEDS

Overview

Educators and other professionals are concerned with the accuracy of information that they possess about the world of work. This need for information becomes critical as students prepare to leave school and make the transition from the protective environment of school to the competitive work environment. Complete and accurate information about employers' needs will assist the educator in preparing students for the world of work and will allow the educator to provide accurate information on competitive employment to his/her students.

This packet has been developed to address methods of assessing employer needs and organizing the information that has been collected.

Definitions/Terminology

Job Analysis	Systematic procedure for observing and describing the duties and conditions of a particular job.
Job Development	The proactive development of jobs for an individual or group of individuals.
Job Placement	A position that is most suitable for the person's aptitudes, abilities and training.
Needs Assessment	The process of gathering information from a group or individual to determine what they consider to be most important.
Networking	The process of developing communication links among several groups and individuals.

Frequently Asked Questions

Q. WHAT IS THE BEST METHOD FOR ASSESSING EMPLOYER NEEDS?

A. Perhaps the most thorough method of assessing employer needs in you community is to conduct an employer survey. Other sources of information may be more general and the survey allows for specific information about the local employment situation. A survey can provide first hand detailed information about the type of jobs, the availability of on-the-job training, turnover rate and other information that is needed in an employer needs assessment. In developing a questionnaire it may be worthwhile to consult with the local college or the university extension office for assistance. The appendix includes examples of forms for collecting information from employers. These forms (Figures 1.A, 1.B and 1.C) were adapted by Sarkees & Scott from Project FIT Implementation Handbook: A Guide for the Establishment of a Vocational Training System (1977). The other example (Figures 2.A and 2.B) is from the Vocational Studies Center at the University of Wisconsin-Madison.

Q. HOW DOES THE TEACHER KNOW WHO TO SURVEY?

A. Before a survey can be distributed, it is first necessary to determine who the organizations are that may be potential employers of special needs students and should be surveyed. There are many resources available that can be useful. Those sources include:

1) Chamber of Commerce
2) Local Employment Office
3) Area Planning & Development Commissions
4) Sheltered Workshops
5) Yellow Pages of the phone directory
6) Classified ads in the newspaper
7) Vocational Rehabilitation offices
8) Service clubs and civic groups
9) Local management & employer organizations
10) City directories
11) Census data
12) Job information banks
13) Parents of special needs students
14) Advocacy groups
15) Vocational teachers
16) Employers with government contracts
17) Employers that have hired special needs
18) Local JTPA office
19) Labor unions
(Sarkees & Scott, 1985)

In addition to these sources there are a number of state organizations that have information about occupations and/or employers that may be helpful. They include:

1) Governor's Committee on Employment of the Handicapped
P.O. Box 1668
Jefferson City, MO 65102
(800) 392-8249

Supports activities and coordinates operations of advisory groups.

2) Occupational Demand Data ESARS, Wages
Missouri Division of Employment Security
Research and Analysis
P.O. Box 59
Jefferson City, MO 65104
(314) 751-3591, Tom Righthouse

3) VEDS (completion, placement)
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3524, Delbert Lund

4) HEGIS (certificates and degrees conferred)
Department of Higher Education
Information Resources
101 Adams Street
Jefferson City, MO 65101
(314) 751-2361, Joyce Rigdon

5) JTPA (enrollments, completions, and follow-up)
Division of Manpower Planning
Planning and Research
221 Metro Drive
Jefferson City, MO 65102
(314) 751-4750, Mike Hartmann

6) Health Statistics
Center for Health Statistics
P.O. Box 570
Jefferson City, MO 65102
(314) 751-2713, Barbara Hoskins

7) Apprenticeship Training
Bureau of Apprenticeship and Training
210 North Tucker Blvd., Room 547
St. Louis, MO 63101
(314) 425-4522, Robert Rains

8) Occupation Demand/Supply Information
Missouri Occupational Information
Coordinating Committee
421 East Dunklin Street
Jefferson City, MO 65101

Q. HOW CAN I ORGANIZE ALL OF THIS INFORMATION?

A. Once a number of employers have been identified and before the survey can be distributed, it will be necessary to organize the information that has been compiled. Sarkees & Scott recommend developing a system using file cards or microcomputer diskettes. The information that should be available on the cards is: 1) employer's name, address and telephone number; 2) contact person; 3) type of job; 4) job requirements; 5) hiring requirements and procedures; 6) work hours; 7) average wage. The appendix has an example (Figure 3) of a typical job information card (Sarkees & Scott, 1985).

Q. HOW IS THE FILE SYSTEM USED?

A. The card file system can be used in selecting those employers that may be potential employers of special needs students and should be surveyed. This system is also helpful to use for placement purposes. When a student is nearing completion of his/her program, information about potential employers is readily available and a call to the employer might secure the student an interview. In addition, the information can be used for sending

employers updated program information and/or keeping in contact with the employers (Sarkees & Scott, 1985).

Q. WHAT IS THE NEXT STEP WHEN THE SURVEYS HAVE BEEN RETURNED?

A. When the surveys have been returned it is time to tabulate the information that has been gathered and determine which employers will be most likely to employ special needs students. Once they have been selected the best method for developing a relationship with the employer is to schedule a meeting at the worksite. This will allow firsthand observation of the work environment.

Q. WHAT KIND OF PREPARATION IS NEEDED BEFORE THE EMPLOYER VISIT?

A. Before the meeting with the employer it is important to find out something about the product or services that the employer provides. If the employer has completed a survey this should be very easy. If not, check with some of those sources mentioned above for information about a particular employer.

Be prepared to provide the employer with information about your program and special needs students. It may be worthwhile to address some typical employer concerns. Inform the employer that studies have shown that there is not much difference between disabled and nondisabled workers in regard to job performance. In fact, many times there is less of a tendency toward absenteeism and injury. Moreover, special needs students are often able to maintain interest in a task for longer periods of time (Matkin, 1983). See Appendix Figure 8 for marketing tips.

Q. WHAT SHOULD BE STRESSED DURING THE VISIT WITH THE EMPLOYER?

A. During the meeting with the employer it is important to discuss how the special needs student might fit into their organization. Determine the specific jobs that might be appropriate for a special needs student and get as much detailed information as possible about the tasks involved in performing each job. Before the conclusion of the meeting encourage the employer to consider interviewing a special needs student and make plans to follow-up the visit with a phone call or another visit if appropriate.

Q. WHAT OTHER METHODS MIGHT BE USED TO ASSESS EMPLOYER NEEDS?

A. In addition to these more formal methods of assessing employers needs and developing jobs, it is worthwhile to establish relationships with outside agencies that work with special needs students. The Job Training Partnership Act (JTPA) targets special needs students as their clientele and should be able to assist in placing students. The local Employment Service may also be helpful as they may give priority to the placement of special needs persons. There is the Targeted Jobs Tax Credit Program (TJTC) which can provide employers with a tax incentive when they hire a special needs individual. Summer youth employ-

ment programs also place a priority on special needs students and are an excellent resource (Sarkees & Scott, 1985).

Q. WHAT ABOUT THE JOBS THAT ARE NEVER ADVERTISED?

A. Another method of locating jobs is to use personal contacts. Networking and direct contact have been estimated to account for up to 75% of the job placements. Many jobs are never advertised formally and have been labeled the hidden job market. It is important to discuss the program and possible job openings with teachers, parents and friends as it is very likely that someone will know of someone else who may be hiring (Sarkees & Scott, 1985).

Many schools are involved in a Job/School Partnership program. This type of program pairs a school and an employer together in the community and they sit down and try to determine how they might benefit each other. If your school is involved in such a program, your business partner is an obvious source of information.

"Job clubs" that are sponsored by the school might be another tool to utilize in job development. These groups often meet after school and discuss how to network, interview and, in general, develop job-seeking and job-keeping skills.

Q. HOW WILL I KNOW EXACTLY WHAT THE JOB REQUIRES?

A. The best method of developing accurate job descriptions is through the technique known as job analysis. Job analysis is a systematic procedure for observing and describing the duties and conditions of a particular job. The appendix includes a form (Figure 4) that may be used in job analysis.

Some of the information that is obtained in a job analysis is the job title and a general job description, age requirements, physical requirements, reading level necessary, personality requirements, manual skills required, working conditions, wages, experience that is required and the supervision that will be provided.

The job description that is developed through job analysis will help match the special needs students' capabilities with the job requirements.

The Materials Development Center at the University of Wisconsin has started a Job Analysis Exchange, a service which makes job analyses of specific jobs available. The exchange contains over 210 job analyses that are listed in a catalog and may be ordered for a charge of $.50 per analysis. (See Resources for address.)

Q. HOW CAN I KEEP THE INFORMATION ABOUT EACH OF THE STUDENTS ORGANIZED?

A. In order to match the special needs person's capabilities with the job it is necessary to develop a profile of each student that is seeking employment. A profile should include information about the tasks that the student has acquired, a list of basic skills and a rating of personal-social behaviors that have been observed. Other background information such as educational, social and psychological information may also be helpful in making the appropriate match between the student and the job. An example (Figure 5) of a typical placement profile is included in the appendix (Sarkees & Scott, 1985).

Q. WHAT IS THE PROCEDURE FOR PLACING STUDENTS IN JOBS?

A. One method of placing students is to match students with identified jobs. The steps in this process are:

1. Contact employers and obtain detailed job information.
2. Publicize the job openings.
3. Compare the placement profiles with the job analysis forms and select several potential candidates.
4. Meet with placement candidates and prepare them for interviews.
5. Arrange for interviews and send placement files.
6. Follow-up interview with job placement or additional training for the student.

It is essential to act quickly when the employer requests assistance in filling a job opening. If students are not referred immediately, employers will revert to other methods in hiring new employees (Sarkees & Scott, 1985).

Q. IS THERE ANOTHER APPROACH?

A. Perhaps the most effective method for placing students is to find a job for a specific special needs person. The steps that are necessary in this approach are:

1. Select a special needs person for placement.
2. Review file of potential employers and identify those with appropriate jobs.
3. Contact employers to locate possible job openings or identify employers that may be willing to redesign jobs.

4. Arrange for a visit with the employer to sell them on the selected candidate. Assist the employer with job redesign if necessary.

5. Arrange an interview between the employer and the candidate.

6. Follow-up with job placement or additional training for the student (Sarkees & Scott, 1985).

Both of these methods are useful in placing special needs students in jobs and should be utilized when possible.

Q. ARE THERE HABITS THAT ARE ESSENTIAL FOR EVERY STUDENT TO DEVELOP SO THAT HE/SHE CAN KEEP A JOB?

A. The following work habits were presented by Hastings, Hill and Kindingen (1983) as essential for job success:

1) Follows rules regarding on-the-job behavior
2) Assumes responsibility for actions while on the job
3) Cooperates with co-workers
4) Completes series of tasks without need for supervision
5) Reports to work on time
6) Displays an emotionally stable temperament
7) Maintains an acceptable level of work tolerance during routine work
8) Demonstrates dependability
9) Expresses needs with ease and clarity
10) Takes precautions in potentially dangerous work situations
11) Uses materials to avoid waste
12) Demonstrates respect for authority
13) Good attendance
14) Keeps materials and tools well organized
15) Demonstrates effort and enthusiasm on the job
16) Cooperates in group situations
17) Works independently without need for constant supervision
18) Keeps neat work area and personal appearance
19) Takes initiative to keep busy
20) Avoids extreme shyness/aggressiveness in social situations
21) Demonstrates profit from criticism
22) Carries out tasks as instructed
23) Performs work at a constant pace
24) Can do different activities simultaneously (Sarkees & Scott, 1985)

Q. WHAT JOBS WILL BE OPEN TO SPECIAL NEEDS STUDENTS IN THE FUTURE?

A. Figures 6.A, 6.B and 6.C are a list of Missouri's fifty occupations with the largest projected employment. Figure 7 is a

list of occupations that might be especially appropriate for special needs students.

Resources

About jobs and mentally retarded people. The President's Committee on Employment of the Handicapped.

Job analysis exchange, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin.

Matkin, R. E. (1983). Educating employers to hire disabled workers. Journal of Rehabilitation, August/September, 60-64.

Sarkees, M. & Scott, J. (1985). Vocational special needs. American Technical Publishers, Inc.

(42.D:EMPNEEDS)

FIGURE 1.A

SCREENING INVENTORY FOR POTENTIAL EMPLOYMENT SOURCE

1. Name of Business _____

2. Contact Person _____ Position _____ Date _____

3. Type of Work:

   Mfg. _____ Clerical _____ Service _____ Food Service _____

   Mech. Repair _____ Agricultural _____ Wholesale _____ Retail _____

   Other (describe) _____

4. Types of Work (Skill Levels):

   Entry Level with Skills _____ Entry Level without Skills _____

   Semi-Skilled _____ Skilled _____

5. Types of Employment:

   Part-Time _____ Full-Time _____ Seasonal _____

6. Number of Employees:

   Less than 10 _____ 11-25 _____ 26-50 _____ 51-100 _____ Over _____

7. Number of New Employees:

   0-5 (month, year) _____ 6-10 (month, year) _____ Other (month, year) _____

8. Turnover Rate:

   0-5% (month, year) _____ 6-10% (month, year) _____

9. List and Describe Potential Jobs Contained Within This Place of Business:

Job	Job Description
(1)	
(2)	
(3)	
(4)	

10. Comments (General First Impressions):

    (1) Place of business: _____

    _____

    _____

    _____

    _____

    (2) Individual jobs: _____

    _____

    _____

    _____

    _____

SOURCE: Sarkees, M. & Scott, J. (1985). Vocational special needs. American Technical Publishers, Inc.

(42D:ENAPX)

FIGURE 1.B

EMPLOYMENT EVALUATION QUESTIONNAIRE

11. Environmental/Building Conditions:

(1) Location of Job:

Inside _____ Outside _____ Open Area _____ Confined Area _____

(2) Temperature:

Extremes of Cold _____ Extremes of Heat _____

Excessive Temperature Changes _____

(3) Other Conditions:

Wet and Humid _____ Fumes _____ Odors _____ Dust _____ Noise _____

Vibration _____ Toxic Conditions _____

(4) Structure of Building:

Single Story _____ Multiple Story _____ Stairs _____ Elevator _____

Ramps _____

(5) Adaptations for Handicapped:

Restrooms _____ Drinking Fountains _____ Telephone _____

Entrance/Exit _____ Passageways _____ Refreshment Dispensers _____

Parking _____

(6) Parking:

Free of Charge _____ Assigned Spaces _____

12. Socialization:

(1) Worker Production:

Dependent on Others _____ Independent of Others _____

(2) Work Setting:

Close Proximity with Others _____ Isolated from Others _____

(3) Conduct Rules: _____

_____

(4) Breaks from Work:

A. Rest _____ When _____ How Informed _____ How Long _____

Facilities _____

B. Lunch _____ When _____ How Informed _____ Facilities _____

Refreshments Available _____

13. Vocational Preparation:

(1) Necessary Entry Level Skills: _____

_____

_____

_____

(2) Special Licenses:

Driver's _____ Vocational _____ Other _____

SOURCE: Sarkees, M. & Scott, J. (1985). Vocational special needs. American Technical Publishers, Inc.

(42D:ENAPY)

FIGURE 1.C

EMPLOYMENT EVALUATION QUESTIONNAIRE

14. Basic Skills (Reading, Math, Writing)

(1) Reading:

A. Amount of Reading: Total Degree _____ Somewhat _____ Seldom _____

B. Form: Sentence _____ Outline _____ Lists _____ Words _____

Numerals _____

C. Presentation: Schedules _____ Invoices _____ Handbooks _____

(2) Math:

A. Amount of Math: Total Degree _____ Somewhat _____ Seldom _____

B. Computation: Addition _____ Subtraction _____ Multiplication _____

Division _____

C. Presentation: Time _____ Measurement _____ Money _____

D. Skill: Sequencing _____ Counting _____ Copying _____ Matching _____

(3) Writing:

A. Amount of Writing: Total Degree _____ Somewhat _____ Seldom _____

B. Form: Manuscript _____ Cursive _____ Numerals _____

C. Skill: Copying ___ Matching ___ Spelling ___ Self-phrased ___

D. Presentation: Forms ___ Invoices ___ Lists ___ Timecard/Sheet ___

15. Basic Communication Skills

(1) Telephone:

Answer _____ Take Messages _____ Call _____ Work Intercom _____

Switchboard _____ Use of Telephone Book _____

(2) Contact with Others:

Customers _____ Other Employees _____ Public _____

(3) Required Communication on Job:

Supervisor(s) _____ Other Employees Below Supervisor _____ Others _____

(4) Communication Concerning Suggestions/Grievances/Personal Problems:

Supervisor _____ Personnel Manager _____ Committee _____ Others _____

(5) Reporting an Absence:

A. Supervisor _____ Personnel Manager _____

B. Time Requirement ___ Phone Call ___ Written ___ Doctor's Excuse ___

SOURCE: Sarkees, M. & Scott, J. (1985). Vocational special needs. American Technical Publishers, Inc.

(42D:ENAPX)

FIGURE 2.A

SKILLS NEEDED FOR EMPLOYMENT	Do you assess this skill? (Circle One)			How do you assess this skill? A. Application Form B. Interview C. Pre-employment Test D. Performance Evaluation E. Other (Please Specify) F. All the above	If known, what level of skill is required? (i.e. 6th grade reading level or specify what reliable attendance means to you)	Is skill needed prior to employment? (Circle One)		If yes where does individual learn the skill? A. School B. At Home C. Prior Employment D. Other (Please Specify) E. All the above	As an employer, are you willing to train for this skill? (Circle One)		Other information that might be helpful to the LMF?
AFFECTIVE SKILLS											
1. Displays motivation and interest in work	yes	no	N/A			yes	no		yes	no	
2. Cooperates with supervisors and co-workers	yes	no	N/A			yes	no		yes	no	
A. Accepts corrections and criticisms	yes	no	N/A			yes	no		yes	no	
B. Able to accept authority	yes	no	N/A			yes	no		yes	no	
3. Reliable in attendance	yes	no	N/A			yes	no		yes	no	
4. Reliable in punctuality	yes	no	N/A			yes	no		yes	no	
5. Maintains clean and neat appearance	yes	no	N/A			yes	no		yes	no	
6. Shows good judgement and problem solving skills	yes	no	N/A			yes	no		yes	no	
A. Able to work independently without constant supervision	yes	no	N/A			yes	no		yes	no	
B. Shows respect for tools and equipment	yes	no	N/A			yes	no		yes	no	
C. Abides by safety rules and procedures	yes	no	N/A			yes	no		yes	no	
D. Able to organize tasks	yes	no	N/A			yes	no		yes	no	
E. Able to stay on task without becoming easily distracted	yes	no	N/A			yes	no		yes	no	
F. Assumes responsibilities	yes	no	N/A			yes	no		yes	no	
7. Performs work accurately	yes	no	N/A			yes	no		yes	no	
A. Quality	yes	no	N/A			yes	no		yes	no	
B. Production	yes	no	N/A			yes	no		yes	no	
C. Speed	yes	no	N/A			yes	no		yes	no	

SOURCE: Vocational Studies Center, University of Wisconsin; Madison, WI.

(42D:ENAPX)

FIGURE 2.B

SKILLS NEEDED FOR EMPLOYMENT	Do you assess this skill? (Circle One)			How do you assess this skill? A. Application Form B. Interview C. Pre-employment Test D. Performance Evaluation E. Other (Please Specify) F. All the above	If known, what level of skill is required? (i.e. 6th grade reading level or specify what reliable attendance means to you)	Is skill needed prior to employment? (Circle One)		If yes where does individual learn the skill? A. School B. At Home C. Prior Employment D. Other (Please Specify) E. All the above	As an employer, are you willing to train for this skill? (Circle One)		Other information that might be helpful to the LMF?
COGNITIVE SKILLS											
1. General number use (add/subtract, multiply/divide, count, make change and work with money, measurement use)	yes	no	N/A			yes	no		yes	no	
2. Verbal communication	yes	no	N/A			yes	no		yes	no	
A. Appropriate language	yes	no	N/A			yes	no		yes	no	
B. Grammar	yes	no	N/A			yes	no		yes	no	
3. Listening	yes	no	N/A			yes	no		yes	no	
4. Reading	yes	no	N/A			yes	no		yes	no	
A. Following written instructions	yes	no	N/A			yes	no		yes	no	
B. Appropriate rate for material	yes	no	N/A			yes	no		yes	no	
5. Writing skills	yes	no	N/A			yes	no		yes	no	
A. Correctly completing a job application form	yes	no	N/A			yes	no		yes	no	
B. Proper use of grammar	yes	no	N/A			yes	no		yes	no	
C. Complete sentences when necessary	yes	no	N/A			yes	no		yes	no	
6. Legible hand writing	yes	no	N/A			yes	no		yes	no	
7. Accurate spelling	yes	no	N/A			yes	no		yes	no	
OTHER SKILLS											
1. Mechanical reasoning	yes	no	N/A			yes	no		yes	no	
2. Physical strength	yes	no	N/A			yes	no		yes	no	
A. Stamina (sitting, standing)	yes	no	N/A			yes	no		yes	no	
B. Lifting	yes	no	N/A			yes	no		yes	no	
C. Balance	yes	no	N/A			yes	no		yes	no	
D. Dexterity	yes	no	N/A			yes	no		yes	no	
E. Coordination	yes	no	N/A			yes	no		yes	no	

SOURCE: Vocational Studies Center, University of Wisconsin; Madison, WI.

(42D:KNAPX)

FIGURE 3

TYPICAL JOB INFORMATION CARD

Side 1

Name of Company:

Address:

Telephone:

Person to Contact:

Types of Jobs (What-How-Why):

Side 2

Worker Performance Requirements:

Working Conditions:

Hiring requirements (age, training, experience, screening tests):

Contract Requirements (wages, work hours, full or part-time):

Referral Instructions (whom to see, where to apply):

SOURCE: Sarkees, M. & Scott, J. (1985). Vocational special needs. American Technical Publishers, Inc.

(42D:ENAPX)

FIGURE 4

JOB ANALYSIS FORM

JOB AREA: _____ JOB TITLE: _____

Business: _____ Address: _____

Phone: _____ Number employed: _____

Person interviewed: _____ Position: _____

Interviewer: _____ Date: _____

1. Qualifications

Age: Min. _____ Max. _____

License: _____ Bond: Yes ___ No ___ Cost: _____

Union: Open ___ Unsion ___ Required? Yes ___ No ___ Fee/dues: _____

Local name: _____ Address: _____

Experience required: _____

Tests given: _____

Application: Forms needed. Yes _____ No _____ _____

Assistance in filling out forms. Yes _____ No _____ _____

Personal interview? Yes _____ No _____ Comment: _____

Health requirements: _____

_____

Medical examination: Yes _____ No _____ Comment: _____

Physical requirements: _____

_____

Hearing: Exceptional _____ Average _____ Not important _____

Vision: Exceptional _____ Average _____ Not important _____

Speech: Exceptional _____ Average _____ Not important _____

Carry/lift: _____ Stand/walk: _____

Crouch/bend: _____ Reach/climb: _____

Academic skill requirements: Grade _____ Comment: _____

Language: Grade _____ Comment: _____

Reading: Grade _____ Comment: _____

Writing: Grade _____ Comment: _____

Math: Grade _____ Comment: _____

Personality requirements:

Emotionally stability: _____

Manners: _____

Appearance: _____

Other: _____

Manual skills required:

Manual dexterity: _____

Fine-motor dexterity: _____

Speed: _____

Tools and machines used: _____

_____

2. Working conditions:

Wages: Pay period: _____ Amount: _____ Overtime: _____

Raise potential: _____

Hours: Amount: _____ Work schedule: _____

Job stability: Temporary: _____ Permanent: _____ Seasonal: _____

Benefits: Vacation: _____

Illness: _____ Medical insurance: _____

Pension: _____ Workmen's comp: _____

Other: _____

Hazards:

Physical: _____

Health: _____

Emotional/moral: _____

Surroundings: General description _____

Inside/out: _____ Noise level: _____

Temperature: _____ Wet/dry: _____

Supervision: Degree (much/little) _____

Position of supervisor: _____ Type of supervision: _____

Warm/democratic _____ Impersonal _____ Autocratic _____

Employee interaction: Works alone _____ With a group _____

Describe: _____

Promotion possibilities: _____

Initial training: By whom? _____ How? _____

3. Job Tasks:

Task	Machine/Tool	Ability

SOURCE: Peterson, M. & Hill, P. (1982). Vocational assessment of students with special needs: An implementation manual. Commerce, TX: Occuational Curriculum Lab, East Texas State University.

(42D:ENAPX)

FIGURE 5

SAMPLE PLACEMENT PROFILE

PROGRAM: Graphic Arts STUDENT: Jack Scott

JOB AREA: Book Bindery

MASTERED TASKS:

1. Measure copy and graphics
2. Maintain bindery machines, equipment and work areas
3. Operate cutting and trimming machines
4. Operate folding machines
5. Operate paper drills
6. Operate stitching machines
7. Operate collating machines
8. Operate jogging machines
9. Operate stapling machines
10. Operate bindery machines and equipment
11. Bind printed materials with plastic fasteners
12. Bind books
13. Wrap and package finished products

BASIC SKILLS AND ABILITIES:

1. Knowledge of bindery processes
2. Ability to operate machinery and equipment safely
3. Knowledge of materials and supplies used in bindery
4. Ability to lift, carry and move materials and products
5. Ability to work with or without supervision
6. Desire and ability to learn and improve job skills

PERSONAL/SOCIAL BEHAVIORS:	RATINGS		
	Excellent	Good	Fair
Attitude Toward Work	X		
Work Habits		X	
Interpersonal Skills	X		
Self-Esteem		X	
Motivation	X		
Character	X		
Personality		X	

SOURCE: Sarkees, M. & Scott, J. (1985). Vocational special needs. American Technical Publishers, Inc.
(42D:ENAPX2)

FIGURE 6.A

TABLE 1. MISSOURI'S 50 OCCUPATIONS WITH THE LARGEST PROJECTED EMPLOYMENT IN 1990

OCCUPATIONS	EST 1990 EMPLOYMENT
Janitors - Clus # 0612	63,422
General Office Clerks - Clus # 0922	57,675
Sales Clerks - CLus # 0555	56,977
Secretaries - Clus # 0925	55,235
Food Prep/Service Wkrs, Fast Foods - Clus # 0120	52,799
Nurses Aides/Orderlies - Clus # 0107	47,393
Truck Drivers - Clus # 0005, 0006, 0007, 0611	39,812
Professional Nurses - Clus #0112	33,271
Cashiers - Clus #0555,0921	32,425
Waiters or Waitresses - Clus # 0120	31,991
Store Managers - Clus # 0004, 0007, 1020	23,858
Preschool or Kindergarten Teachers - Clus # 2500	23,736
Stock Clerks, Stockrm, Ware - Clus # 0555, 9996	21,841
Bookkeepers - Clus # 0921	21,331
Typists - Clus #0922	21,273
Kitchen Helpers - Clus # 0120	21,009
Delivery & Route Workers - Clus # 0611	19,796
Accounting Clerks - Clus # 0921	19,762
Accountants & Auditors - Clus # 1000	19,568
Production Packagers - Clus # 0006, 9996	18,888
Automotive Mechanics - Clus # 0308	18,370
Secondary Teachers - Clus # 2500	17,896
Maintenance Repairers, Gen Util - Clus # 0304	17,768
Carpenters - Clus # 0304	16,583
Guards & Doorkeepers - Clus # 0442	16,055
Insurance Sales Agents - Clus # 0554	15,375
Licensed Practical Nurses - Clus # 0106	15,283
Stock Clerks (Sales Floor) - Clus # 0555	15,063
Cosmetologists - Clus # 0614	14,522
Short-Order Cooks - Clus # 0120	14,276
Clerical Supervisors - Clus # 0926	13,540
Real Estate Sales Agents - Clus # 0553	12,550
Postal Mail Carriers - Clus # 9996	12,265
Electricians - Clus # 0201	12,083
Tellers - Clus # 9021	10,793
Physicians & Surgeons - Clus # 1206	10,724
Lawyers - Clus # 1400	10,650
Trades Helpers - Allocated into several clusters	10,315
Order Fillers - Clus # 0555, 9996	10,123
Managers, Restaurant, Coffee Shop - Clus # 0120	10,093
Sewing Machine Operators - Clus # 0121, 0122	9,993
Fuel Pump Attendants, Lubricators - Clus # 0308	9,863
Welders & Flamecutters - Clus # 0320	9,744
Institutional Cooks - Clus # 0120	9,662
Clergy - Clus # 2300	9,467
Inspectors - Allocated into several clusters	9,282
Fork Lift, Tow Motor Operators - Clus # 0306	9,250
Receptionists - Clus # 0922	8,984
Systems Analysts, EDP - Clus # 0733	8,846
Electrical & Electronic Technicians - Clus # 0203	8,829

SOURCE: Occupational data book. (1987). Missouri Occupational Coordinating Committee.

(42D.ENAPX2)

FIGURE 6.B

TABLE 2. MISSOURI'S 50 LARGEST GROWTH OCCUPATIONS

OCCUPATIONS	EST EMP. GROWTH 1982-1990 NUMBER	PERCENT
Food Prep/Serv Wkrs, Fast Foods - Clus # 0120	10,902	26%
Secretaries - Clus # 9025	9,803	22%
Janitors - Clus # 0612	7,313	13%
Sales Clerks - Clus # 0555	6,990	14%
General Office Clerks - Clus # 0922	6,943	14%
Nurses Aides/Orderlies - Clus # 0107	6,733	17%
Professional Nurses - Clus # 0112	6,459	24%
Waiters or Waitresses - Clus # 0120	6,226	24%
Truck Drivers - Clus # 0005, 0006, 0007, 0611	6,065	18%
Cashiers - Clus # 0555, 0921	5,572	21%
Carpenters - Clus # 0304	4,005	32%
Automotive Mechanics - Clus 0308	3,915	27%
Guards & Doorkeepers - Clus # 0442	3,838	31%
Stock Clerks, Stockrm, Ware - Clus # 0555, 9996	3,182	17%
Accountants & Auditors - Clus # 1000	3,167	19%
Store Managers - Clus # 0004, 0007, 1020	3,159	15%
Kitchen Helpers - Clus # 0120	3,100	17%
Systems Analysts, EDP - Clus # 0733	2,940	50%
Short-Order Cooks - Clus # 0120	2,921	26%
Real Estate Sales Agents - Clus # 0553	2,899	30%
Bookkeepers - Clus # 0921	2,816	15%
Licensed Pratical Nurses - Clus # 0106	2,690	21%
Computer Operators - Clus # 0733	2,546	46%
Maintenance Repairers, Gen Util - Clus # 0304	2,456	16%
Accounting Clerks - Clus # 0921	2,412	14%
Insurance Sales Agents - Clus # 0554	2,321	18%
Stock Clerks (Sales Floor) - Clus # 0555	2,187	17%
Physicians & Surgeons - Clus # 1206	2,099	24%
Typists - Clus # 0922	2,089	11%
Trades Helpers - Allocated into several clusters	1,982	24%
Cosmetologists - Clus # 0614	1,977	16%
Electricians - Clus # 0201	1,869	18%
Fuel Pump Attendants, Lubricators - Clus # 0308	1,869	23%
Managers, Restaurant, Coffee Shop - Clus # 0120	1,865	23%
Clerical Supervisors - Clus # 0926	1,862	16%
Delivery & Route Workers - Clus # 0611	1,856	10%
Electrical & Electronic Technicians - Clus # 0203	1,828	26%
Computer Programmers - Clus # 0733	1,786	33%
Restaurant Cooks - Clus # 0120	1,667	24%
Receptionists.- Clus # 0922	1,618	22%
Tellers - Clus # 0921	1,528	16%
Clergy - Clus # 2300	1,520	19%
Peripheral EDP Equipment Operators - Clus # 0731	1,449	74%
Plumbers & Pipefitters - Clus # 0305	1,412	22%
Excavating, Grading Machine Oper - Clus # 0306	1,375	19%
Electrical Engineers - Clus # 9905	1,333	26%
Dining Room Attendants, Bar Helpers - Clus # 0120	1,314	23%
Wholesalers - Clus # 0555	1,234	19%
Production Packagers - Clus # 0006, 9996	1,214	7%
Counter Attns, Lunchrm, Coffee Shop - Clus # 0120	1,213	23%

SOURCE: Occupational data book. (1987). Missouri Occupational Coordinating Committee.

(42D.ENAPX2)

FIGURE 6.C

TABLE 3. MISSOURI'S 50 OCCUPATIONS WITH THE LARGEST NUMBER OF PROJECTED JOB OPENINGS

OCCUPATIONS	AVE ANNUAL OPENINGS
Janitors - Clus # 0612	4,494
Food Prep/Serv Wkrs, Fast Foods - Clus # 0120	3,555
Sales Clerks - Clus # 0555	3,238
Secretaries - Clus # 0925	3,203
General Office Clerks - Clus # 0922	2,987
Nurses Aides/Orderlies - Clus # 0107	2,533
Farmers/Farm Wkrs - Clus # 0001, 0003, 0004, 0005	2,197
Professional Nurses - Clus # 0112	2,071
Waiters or Waitresses - Clus # 0120	1,771
Cashiers - Clus # 0555, 0921	1,764
Guards & Doorkeepers - Clus # 0442	1,632
Truck Drivers - Clus # 0005, 0006, 0007, 0611	1,574
Store Managers - Clus # 0004, 0007, 1020	1,366
Kitchen Helpers - Clus # 0120	1,289
Bookkeepers - Clus # 0921	1,237
Real Estate Sales Agents - Clus # 0553	1,205
Accounting Clerks - Clus # 0921	1,126
Carpenters - Clus # 0304	1,093
Typists - Clus # 0922	1,064
Accountants & Auditors - Clus # 1000	1,047
Licensed Practical Nurses - Clus # 0106	977
Short-Order Cooks - Clus # 0120	975
Stock Clerks, Stockrm, Ware - Clus # 0555, 9996	953
Automotive Mechanics - Clus # 0308	853
Insurance Sales Agents - Clus # 0554	824
Maintenance Repairers, Gen Util - Clus # 0304	775
Cosmetologists - Clus # 0614	763
Preschool or Kindergarten Teachers - Clus # 2500	755
Production Packagers - Clus # 0006, 9996	706
Delivery & Route Workers - Clus # 0611	687
Clergy - Clus # 2300	674
Clerical Supervisor - Clus # 0926	662
Managers, Restaurant, Coffee Shop - Clus # 0120	611
Restaurant Cooks - Clus # 0120	582
Receptionists - Clus # 0922	552
Stock Clerks (Sales Floor) - Clus # 0555	550
Secondary Teachers - Clus # 2500	537
Electricians - Clus # 0201	535
Tellers - Clus # 0921	533
Institutional Cooks - Clus # 0120	518
Trades Helpers - Allocated into several clusters	469
Wholesalers - Clus # 0555	468
Order Clerks - Clus # 0555, 9996	465
Systems Analysts, EDP - Clus # 0733	463
Fuel Pump Attendants, Lubricators - Clus # 0308	433
Bartenders - Clus # 0120	427
Lawyers - Clus # 1400	425
Computer Operators - Clus # 0733	422
Plumbers & Pipefitters - Clus # 0305	415
Excavating, Grading Machine Oper - Clus # 0306	405

SOURCE: Occupational data book. (1987). Missouri Occupational Coordinating Committee.

(42D.ENAPX2)

FIGURE 7

CAREERS FOR SPECIAL NEEDS STUDENTS

Careers of Average/Fast Growth:

Appliance Repairers
Auto Body Repairers
Automotive Mechanics
Bakers
Bartenders
Battery Technicians - Fuel Cells
Blue Collar Worker Supervisors
Bricklayer and Stonemasons
Cable TV Installers
Cement Masons
Child Care Workers
Construction Laborers and Carpenter Helpers
Crane, Derrick and Hoist Operators
Dental Assistants
Diesel Mechanics
Dishwashers
Drywall Installers and Finishers
Electric Power Line and Cable Maintenance Mechanics
Electricians
Firefighters
Food Counter Workers
Food Service Workers
Industrial Machine Repairers
Janitors/Custodians
Laundry Operators and Dry Cleaners
Legal Secretaries
Medical Office Assistants
Medical Records Technicians
Motorcycle Repairers
Nurses Aides
Outboard Motor Mechanics
Painters and Paperhangers
Painters (Construction and Maintenance)
Painters - Sign
Pest Control Workers
Physical Therapy Assistants
Plasters
Plumbers and Pipefitters
Practical Nurses
Radio and TV Mechanics
Receptionists
Security Guards
Service Station Mechanics and Attendants
Teacher Aides
Telephone Installers and Repairers
Truck Drivers
Typists
Upholsterers
Veterinary Assistants
Waiters and Waitresses
Ward Clerks, Hospital

(42D:ENAPX2)

FIGURE 8

HIRING THE HANDICAPPED:
MYTHS AND FACTS

Message to Employers

- Your workmen's compensation insurance wholeheartedly encourages you to hire handicapped workers.
- Be assured that workmen's compensation insurers do not penalize an employer for hiring disabled persons. Properly selected and placed, persons with handicaps make excellent employees. Their safety records are at least as good as those of other employees, often better.

Myths

- Handicapped workers are more likely to have accidents than other employees.
- An employer's workmen's compensation insurance rates will rise if he hires handicapped workers.
- His insurance company "won't let him" hire handicapped persons.
- Considerable expense will be involved in making necessary adjustments in the work area.
- Other employees will not accept the handicapped.

Refuted by Insurance Carriers

The very fact the insurers are among the leaders in rehabilitation and placement of impaired workers refutes the idea that they oppose hiring the handicapped.

Property-liability insurers have repeatedly pointed out the good work records of most handicapped workers. Absenteeism among them is no greater--and is often less--than among non-handicapped workers. They are often the most loyal of workers, and their over-all quit rate is about the same as for other employees. When placed in jobs they can handle, handicapped workers as a group produce at slightly higher rates than unimpaired workers on the same jobs.

The trends toward automation and specialization in industry today are to the advantage of handicapped workers. A highly trained computer engineer, for example, performs his vital job perfectly well at Hughes Aircraft Company in California though he has been almost totally paralyzed by polio for five years.

Refuted by Government

U.S. Department of Labor surveys have shown that "impaired persons" have fewer disabling injuries than the average worker exposed to the same work hazards. They have about the same number of minor injuries as other workers. When placed in suitable jobs, they are for all practical purposes no longer handicapped. And since they not inherently "unsafe," the handicapped cannot adversely affect workmen's compensation rates. These rates are based solely on the relative hazards of a company's operations and on the company's accident experience.

Refuted by Private Enterprise

One of the most recent and most extensive surveys of handicapped worker performance was conducted by E. I. du Pont de Nemours and Company, America's 16th largest employer. This was a fact-finding project for du Pont, a company of 110,000 employees, which finds hiring mistakes to be extremely costly, just as they are for any employer.

Du Pont's eight-month study gathered date on 1,452 employees with physical handicaps. These included persons with orthopedic problems, blindness, heart disease, vision impairment, amputations, paralysis, epilepsy, hearing impairments and total deafness.

How did the handicapped stack up? Very well. The results were tabulated in seven critical areas and the findings should encourage any employer to review hiring practices concerning the handicapped. The key findings of the du Pont study:

1. Insurance: No increases in compensation costs nor lost-time injuries.
2. Physical Adjustments: Most handicapped require no special work arrangements.
3. Safety: 96% of handicapped workers rated average-or-better both on and off the job; more than one-half were above average.
4. Special Privileges: A handicapped worker wants to be treated as a regular employee.
5. Job Performance: 91% rated average-or-better.
6. Attendance: 79% rated average-or-better.

The du Pont study also shows there is very little difference between handicapped and non-handicapped workers as to their ability to work in harmony with supervisors and fellow employees.

In another survey, based on reports from more than 100 large corporations to the U.S. Office of Vocational Rehabilitation, the physically handicapped seem to have a slight edge in job performance, as compared with able-bodied counterparts.

In assessing productivity, 66% of these employers reported no difference between the handicapped and the able-bodied, while 24% rated the handicapped higher in productivity. Only 10% reported productivity was lower for the handicapped.

Accident rates were reported lower for the handicapped by 57% of the employers, with 41% reporting the same accident rate for both handicapped and able-bodied. Two percent of the employers reported accident rates were higher for handicapped.

Absenteeism also was lower for the handicapped, according to 55% of the corporate reports, while 40% of these employers found no difference in absence rates between the handicapped and the able-bodied. Five percent reported lower for the handicapped in 83% of the cases, with 16% of the employers reporting turnover for both handicapped and able-bodied the same. Only one percent reported turnover higher for the handicapped workers.

Personnel Suggestions

Employers who have had satisfactory experience in hiring the handicapped suggest a five-point personnel approach.

- o Stop thinking of impaired people as "disabled." This description was adopted to soften the word "crippled," but the connotations of "disabled" are even more painful. The word implies across-the-board inability to perform, and this is not true.
- o Don't dismiss the idea of employing impaired worker without finding out what they can do--on a fair and equitable basis.
- o Let these workers compete. Many people, in a sincere effort to help, actually make things more difficult for the handicapped. Their human and economic needs are best served when they can become self-supporting and thereby make their contribution as self-reliant members of society.
- o Recognize the handicapped as individuals--and deal with them that way. Sometimes their physical problems limit the scope of their activities, but they should be considered and recognized for their individual skills.
- o Don't patronize people with physical disabilities. The handicapped don't want to be coddled or fussed over.

One final note. There is a tendency to view the hiring of such workers as requiring of the employer some peculiar amalgam of philanthropy, altruism, and pity.

Actually, the process requires no exceptional qualifications of the employer, no special combination of time, place or circumstances. It is simply an opportunity likely to be--sooner or later--presented to every businessman. The only problem lies in being able to look beyond the applicant's disability to the basic employment question: Can the man do the job?

SOURCE: Report from the Study Group on Marketing: An Approach to Placement, David Corthell, University Coordinator and Linda Boone, Chairperson, Prime Study Group, Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout.

(42D:ENAPX2)